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## **SIDEWALK FAIL: An Exercise In Citizen Journalism And Civic Responsibility**

### **- An Integrated Skills Lesson Plan -**

#### **LESSON AIMS & THEMES:**

- Promoting civic engagement and responsibility, taking neighborhood action
- Motivating students towards citizen journalism
- Fostering social emotional learning
- Teaching empathy for the physically disabled and other citizens with special needs
- Teaching vocabulary related to civics and neighborhoods
- Letter of complaint writing
- Connected speech and ellipsis
- Working with music and lyrics

**LEVEL:** Lower-Intermediate and above

**TIME:** 90 minutes (suggested)

#### **MATERIALS:**

- Worksheet 1 - Video
- Worksheet 2 - Reading & Listening Comprehension
- Worksheet 3 - Vocabulary & Use Of English
- Worksheet 4 - Integrated Reading & Writing
- Worksheet 5 - Integrated Pronunciation & Syntax Focus
- Photos Handout

- Individual photos located at the end of document.

- Video: ***Sidewalk Fail***

YouTube Link: <http://www.youtube.com/watch?v=Xgli5COc5zU>

- Music Video: ***Walk N' Roll***

YouTube Link: <http://www.youtube.com/watch?v=FERi5ly4-5Y>

- Audio for listening comprehension tasks (on video), ***Sidewalk Fail Listening Task B***

YouTube Link: <http://www.youtube.com/watch?v=3KFLM5b-hxE>

### PREPARATION:

Print out worksheets 1 through 5, and the 'photos handout'. Alternatively, use a computer based projection system to display the photos, included at the end of this file.

### PROCEDURE:

Follow the teacher notes found in this lesson plan. These notes will also be published on-line at [www.eltvista.org](http://www.eltvista.org) along with a more detailed overview of the aims and lesson and material.

### LESSON OVERVIEW:

This lesson plan was developed as part of *Sidewalk Fail*, a humanistic oriented educational multimedia project which includes video, audio, music, and text based content. Its main aim is to provide English as a Foreign or Second Language (EFL/ESL) students with a lesson that promotes civic engagement and responsibility, as well as citizen journalism.

The teaching approach of this material combines integrated-skills work and 'social emotional learning' to teach empathy for citizens who require special needs with regards to mobility, such as the physically disabled, the visually impaired, and the elderly.

The context of the lesson addresses sidewalks and pedestrian paths that are hazardous and inaccessible because of their poor condition, especially due to government neglect, poor city planning and obstructions such as parked cars left by indifferent drivers.

The lesson tasks include, video work, integrated reading and listening comprehension, integrated reading and writing work, integrated pronunciation and sentence syntax work that is music based, and theme-based vocabulary and 'use of English' tasks. Speaking practice is facilitated through pair work tasks and class-level discussion with the teacher.

The lesson as a whole also serves as a call to action for a 'citizen journalism' type class project to address other local issues or problems.

Note:

For other lesson ideas in support of the physically disabled, please see the website of the [Disabled Access Friendly](#) campaign, which aims to sensitize students to issues affecting people with mobility disability.

## LESSON INTRODUCTION

Show students the following photos, then ask them what common problem they all depict. The photos can be printed as handout printed from the 'photos handout', found at the end of this document. The individual photos are also included at the end of this document so that they may be displayed electronically via a computer-based projection system.

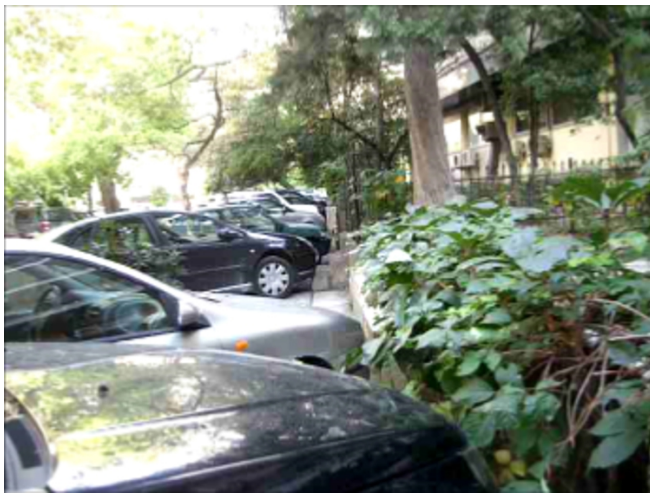


Photo 1



Photo 2



Photo 3

Personalize the lesson by asking students about their neighborhood.

Suggested questions:

- Do you have sidewalks (the pavement) in front of your homes?
- Where do people park their cars?
- How easy is it to walk down the sidewalk?
- Do you have to walk in the street because of cars parked on the sidewalk?
- What do the sidewalks look like in your neighborhood? Are they broken?
- Whose responsibility is it to repair the sidewalks and streets?
- To what extent is it your responsibility to complain about problems in your neighborhood?
- Whom do you complain to?
- How can you complain?

Explain the term, 'civic responsibility'. Definition: The civil responsibilities citizens have towards their community.

### **Teaching Empathy:**

Direct the students' attention to picture 2. Ask them about the blue 'disabled parking' sign. What special problem does the photo depict? Answer: there are garbage dumpsters and recycling bins in the parking spot reserved for the physically disabled.

Ask students the following:

- How easy would it be for a person with a physical disability to walk down a block like this?
- What kind of problems would these people have moving about your neighborhood?
- What can be done to provide easy access for these people?
- Do you know any people with a form of disability?
- To what extent do you believe your city supports the disabled, especially to provide access to public areas and facilities?

Pre-teach the following words if needed:

#### **Set 1: Disability related**

Disability, Impairment, Physical disability or impairment, Ramp, Visual impairment, Wheelchair, Wheelchair bound, Wheelchair access, Special needs

#### **Set 2: General vocabulary**

Baby stroller or carriage, Block, Citizen, Journalist, City Hall, City planners, Civic Leader, Coffer, Crosswalk (Pedestrian crossing), Curb, Electric or utility poles, Garbage dumpsters, Grating, Neighborhood, Obstacles, Pedestrian, Pot Holes, Public Facilities, Ramp, Recycling program, Resident, Sidewalk / Pavement, Senior Citizen, Stroll

## **VIDEO WORK:** [Worksheet 1]

The following stage of the lesson includes a video titled, *Sidewalk Fail: An exercise in citizen journalism and civic responsibility*.

Tell students they will watch a video about two teenagers who decided to make a video about problems with the sidewalks in their city.

Explain what 'citizen journalism' is. Definition: Activities that citizens do to play an active role in the process of collecting and reporting information about local or global issues and problems, especially those impacting their neighborhoods, towns or communities.

Video Note: It's a good idea to stop the video from time to time to check for comprehension. The video is, for the most part, broken down into themed sections. The following is a list of time markers for the end point of each section, which might be good places to stop for comprehension checks.

<b><u>Video Content</u></b>	<b><u>Time Section Ends</u></b>
1. Introduction	00:50
2. Poor sidewalks	02:35
3. Poor city planning (school sidewalks with trees in the middle	03:11
4. Empathy for people with physical disabilities or special needs	03:59
5. Video game like montage of poor sidewalks	05:52
6. Sidewalks blocked by cars	06:41
7. Garbage dumps, ramps and recycling bins	07:52
8. Conclusion	09:45

### **Task A:**

Give students the following grid to complete as they watch the video. Tell students to tick the items they see or that the teenagers mention are obstacles in the sidewalk? Then, ask students which ones were mentioned by the teenagers.

Electric Poles	✓	Motorcycles
Mail Boxes		People
Automobiles		Old Furniture
Potholes		Wild Animals
Piles Of Garbage		Trees
Bicycles		Pedestrians

*Answer Key: automobiles, potholes, trees. Some other items may have been seen but were not mentioned.*

### **Task B:**

After watching the video. Tell students to answer the questions on the worksheet with a partner. Students answer True (T), False (F) or Not Mentioned (MN). You may need to explain what 'not mentioned' means and how it differs from 'False'.

One of the kids has a physical disability [NM]

The kids suggest that people should complain to City Hall by organizing a demonstration [N]

Vrasidis claims recycling bins are a bad idea [F]

Vrasidis suggests trees are important in his neighborhood [T]

Anoula feels bad for people with physical disabilities [T]

The kids think her city government is doing a good job [F]

Anoula hates tourists [NM]

The kids suggest people should take responsibility for her neighborhood [T]

The kids think local residents should fix problems in their neighborhood themselves [F]

The kids' parents have no place to park their cars [NM]

Anoula was almost hit by a school bus [T]

### **Extra Discussion Task:**

The speakers in the video quote the humanitarians below. Ask the students what they know about these individuals. Read the quotes, or write them on the board, and ask the students to explain their meaning and significance.

- Mother Teresa: *"I alone cannot change the world, but I can cast a stone across the waters to create many ripples."*
- Reverend Martin Luther King, Jr.: *"The time is always right to do what is right"*.
- Tupac Shakur: *"I'm a reflection of the community."*

Students can also be asked about other implied or visual references to people, movements or expressions stemming from popular culture. These include the following:

- Video gaming culture, specifically the expressions used, such as "Job Failed", "Respect Is Everything" (*Grand Theft Auto 2*).
- The Guy Fawkes mask, as depicted in the video/comics *V For Vendetta* and adopted by the 'Anonymous' network of activists and hacktivists.
- A poster of Nadezhda Tolokonnikova, imprisoned member of the Moscow based feminist punk rock and art protest group, *Pussy Riot*, who is considered by many to be a political prisoner of conscience.
- The expression, "Power To The People" is a political slogan, originating in anti-establishment and equal rights moments. It is also the title of a song by John Lennon.

Video: ***Sidewalk Fail***

YouTube Link: <http://www.youtube.com/watch?v=Xgli5COc5zU>



## **INTEGRATED READING & LISTENING COMPREHENSION**

**[Worksheet 2]**

Teaching note: Students will read a brief article about a proposal by city officials to provide more parking for residents. Tell students to read the article and then to discuss their opinions in pairs. Next, take a sample of the student opinions.

### **Task A:**

Directions: Read the following excerpt from a newspaper article then discuss with a partner your opinion of the Mayor's proposal. Do you agree or disagree with his idea?

#### **"Mayor Proposes A New Tax To Build More Municipal Parking Lots"**

San Pueblo, California: At a public city planning meeting yesterday, city planners, led by Mayor Scouse, suggested that an answer to the city's ever growing traffic and parking problems is to pave over the former 'Soldier Park' in order to create a large municipal parking lot that will host over a thousand parking spaces. "I understand the needs and concerns of automobile owners very well. I myself have two cars and think we have to do a better job of providing more parking spaces", said Mayor Scouse, "No one uses Soldier Park anymore and it has become nothing more than a haven for the homeless and drug addicts. It's time we clean up this area and put it to good use."

Addressing angry shouts by local residents protesting a possible new tax to raise funds for constructing the parking lot, the Mayor remarked "Let's get serious. Once the old park is paved over and the parking lot is opened, the city will be able to earn more revenue from charging for parking. City Hall needs money, too!"

### **Task B:**

Teaching note: Tell students to listen to the following piece of audio in which four local residents of San Pueblo, California respond to the city planners' proposal printed in the news article. After listening to the audio, tell students to complete the form by entering the speaker number of each comment.

Directions: Listen to comments made by four local residents concerning the city planners' proposal. Then, with a partner, complete the chart by entering the number of the speaker who said each comment.

Audio for listening comprehension tasks (on video), ***Sidewalk Fail Listening Task B***  
YouTube Link: <http://www.youtube.com/watch?v=3KFLM5b-hxE>



Answer Key:

Which of the speakers ...

	Speaker No.
... thinks the Mayor's proposal raises an ethics issue?	3
... believes the Mayor to be indifferent to some residents needs?	1
... is mainly concerned with the environment?	2
... discusses an economic issue?	4
... proposes a different solution?	4
... complains about broken promises?	1
... mentions vehicles that are parked illegally?	4, 1
... refers directly to the park?	2
... is concerned about the welfare of others?	1, 3
... is physically disabled?	1

Speaker 1 - Transcript:

*I represent one of the many physically disabled residents in this community. For years, City Hall has been promising to rid the streets of illegally parked cars and to replace the broken curbs with ramps to provide easy access onto the sidewalks for people in wheelchairs. Nothing of the sort has ever been done. Building more parking lots far from residential areas will not prevent local residents from parking their cars on the pavement outside their homes. This is madness and just another example of the Mayor's indifference to the needs of the disabled and underprivileged.*

Speaker 2 - Transcript:

*I understand that the government is considering a new tax to raise funds for larger municipal parking lots to address this issue. I am against this proposal. The city already has a number of parking lots that are unused because they are located quite a distance from the neighborhood. Moreover, parking lots are an environmental hazard and contributor to global warming. Building them reduces the number of 'green' areas in the city which should be left for parks and tree-filled areas that will provide shade from the sun. Asphalt parking lots are nothing more than 'heat islands' that retain 'urban heat'. I say, leave the park alone!*

Speaker 3 - Transcript:

*And what will happen to the homeless who currently live in the park? Will the government provide for their welfare? I'm sure not. What an inhuman and unethical thing to do. Shame on the Mayor and City Hall! It's time we turn up the heat on our elected officials.*

Speaker 4 - Transcript:

*Building more parking lots is a bad idea. It seems to me the government is more interested in increasing taxes to raise money for City Hall than actually solving the city's problems. If local government needs more money, it should simply start enforcing the disrespected parking laws and have police start writing parking tickets. From the large number of illegally parked vehicles on the streets, I'm sure the fines will provide a goldmine of revenue for the city's coffers.*

**Extra Discussion Task:**

Each speaker objects to the city's proposal for different reasons of a social or ethical nature:

Speaker 1: The physically disabled, Ineffectual government

Speaker 2: Unnecessary taxation

Speaker 3: The homeless

Speaker 4: Global warming

Take a poll of the students, by asking them to raise their hands, regarding which speaker they most agree with. Encourage students to discuss briefly, in pairs, which of these issues are most serious, especially in their town.

## **VOCABULARY - USE OF ENGLISH** [Worksheet 3]

Teaching Note: The task below relates to general vocabulary used in the video, listening comprehension, and writing tasks. Note that vocabulary relating to people with physical disabilities should be pre-taught in the introduction stage of the lesson before previewing the video - and in the context of teaching empathy. Suggested terms to pre-teach in this respect: *Disability, Impairment, Physical disability or impairment, Ramp, Visual impairment, Wheelchair, Wheelchair bound, Wheelchair access.*

### **Task A:**

Tell students to categorize the vocabulary. Encourage dictionary usage and pair work.

#### *Answer Key*

	<b>Roads, Land, Buildings</b>	<b>People</b>	<b>Actions</b>	<b>Items, Abstract Nouns</b>
Ambulator		<b>x</b>		
Block	<b>x</b>			
Citizen		<b>x</b>		
Journalist		<b>x</b>		
City Hall	<b>x</b>			
City planners		<b>x</b>		
Civic Leader		<b>x</b>		
Coffer			<b>x</b>	
Crosswalk - Pedestrian crossing	<b>x</b>			
Curb	<b>x</b>			
Electric poles	<b>x</b>			
Garbage dumpsters				<b>x</b>
Grating				<b>x</b>
Gutter	<b>x</b>			
Lodge (a complaint)				
Municipality	<b>x</b>			
Neighborhood	<b>x</b>			
Obstacles				<b>x</b>
Park (a car)			<b>x</b>	
Parking Lot	<b>x</b>			
Pave			<b>x</b>	
Pedestrian		<b>x</b>		

Pot Holes	<b>x</b>	
Recycle		<b>x</b>
Resident	<b>x</b>	
Resurface roads		<b>x</b>
Revenue		<b>x</b>
Senior Citizen	<b>x</b>	
Sidewalk / Pavement	<b>x</b>	
Stroll		<b>x</b>
Tow		<b>x</b>
Welfare		<b>x</b>

### **Task B:**

Teaching note: In this task, students will work on collocations heard in the video and audio, as well as in the text and vocabulary task. Tell students to combine the words in column A and column B to form full expressions. Tell students to work in pairs. The answer key below also includes the source of these expressions.

*Answer Key:*

<b><u>A</u></b>	<b><u>B</u></b>	<b><u>Expression</u></b>
<b>Lodge</b>	a car	<i>Lodge a complaint [video]</i>
Tow away	<b>a complaint</b>	<i>Tow away a car [writing task]</i>
Turn up	a curb	<i>Turn up the heat [listening]</i>
Pave	a situation	<i>Pave a parking lot [vocabulary]</i>
Get	a parking lot	<i>Get serious [video]</i>
Address	a stroll	<i>Address a situation [reading text]</i>
Raise	a vehicle	<i>Raise money [listening]</i>
Park	home	<i>Park a vehicle [all]</i>
Take	the borken pavement	<i>Take a stroll [video]</i>
Block	serious	<i>Block a curb [writing]</i>
Make it	the heat	<i>Make it home [video]</i>
Trip on	money or funds	<i>Trip on the pavement [writing]</i>

## INTEGRATED READING & WRITING

## [Worksheet 4]

Teaching Note: The tasks below integrate reading comprehension and complaint letter writing. This part of the lesson also bears a connection with the 'Sidewalk Fail' video, as well as the theme of the previous integrated reading and listening comprehension tasks. The author of the complaint letter lives in the same town as Mayor Scouse from the previous reading and listening task.

The letter writing task at the end encourages students to address a problem that people with physical disabilities might have in their own neighborhood or cities by writing a letter to the Mayor or City Hall. Give students motivation to write a letter by actually suggesting that they, as a class, will actually mail the letters to the local government.

The integrated task below also helps students to think about the organization of a formal complaint letter.

### Task A:

Tell students they will work on a complaint letter. First, tell them to read the sample letter. Mention that some of the letter's paragraphs are in the wrong order. They should read through the letter and number the paragraphs in their correct order. The suggested writing guide can be used to help them analyze the letter for its proper paragraph order, although there are more paragraphs in the sample letter than in the guide. Tell students to work together in pairs.

Vocabulary that may be pre-taught: *demand, complaint, condition, illegally, suffer, insufferable, produced, honk (a horn), infant, run down, tow (away)*

*Answer Key:*

April 18, 2013  
Sam Smythe  
234 Tobacco Road  
San Pueblo, California

Mayor Richard Scouse  
100 Government Center Drive  
San Pueblo, California

Dear Mayor Scouse,

[1] I am writing to you to lodge a complaint and demand action from your office and City Hall concerning the poor condition of the sidewalks in my neighborhood and generally in town. Taking a simple and safe walk in the neighborhood has become impossible if not dangerous due to the number of illegally parked automobiles blocking the curbs, sidewalks and pedestrian paths.

[2] Everyone knows our city is overrun with automobiles. Yet, City Hall seems to care more about automobile owners' needs than those of pedestrians. It's one thing to suffer daily from automobile produced air pollution, as well as the insufferable noise of car alarms and angry drivers honking their

horns in traffic jams. It's another thing, however, not to be able to stroll down the block without having to move around parked cars blocking the path and then having to move off into the street and risk getting hit by passing traffic. It's hard enough for a healthy young person to walk on these sidewalks, but how about the elderly, the physically disabled and visually impaired?

[3] How do you expect someone in a wheelchair or a senior citizen who uses a walker to make it home or to the supermarket in these conditions? Did the city planners not consider the needs of the visually impaired or simply a parent who needs to push his or her infant in a baby carriage down the block? If the situation continues to go unchanged, people will get hurt.

[4] For example, the other morning, I attempted to walk my granddaughter to kindergarten. Not only did she trip numerous times on broken pavement, ruts and potholes in our path, but when we were forced to move into the street because of the parked cars blocking the sidewalk, we were almost run down by a speeding car, and we are not the only ones!

[5] I'm also writing on behalf of my wheelchair bound neighbor who recently was unable to access the sidewalk in front of his apartment house because cars had blocked the curbs on both sides of the block. He, too was almost hit by a vehicle. This is completely unacceptable.

[6] Finally, I must ask why City Hall won't do something about this appalling situation? There are laws about this sort of thing and the police should be out writing tickets and towing away these vehicles. As someone who voted or you, I expect more from you.

Sincerely,  
Sam Smythe

### **Task B:**

Teaching Note: Tell students that it's their turn to write a complaint to their Mayor of their town. First identify a local problem they can write about that people with physical disabilities have that prevents them from accessing public facilities. Refer them to the writing guide on.

### **Further Project Work:**

A class project can also be organized in which this or another local problem facing all residents can be targeted. Students can be asked to take photos to be submitted with the letters. Neighbors can be interviewed so that their opinions can be included in the complaint letter. Finally, a class blog can be created to post the letters and pictures to the public as an example of citizen journalism. Suggested free blog hosting sites include: [wordpress.com](http://wordpress.com), [blogger.com](http://blogger.com) and [tumblr.com](http://tumblr.com)

If there is a concern about 'going public' with student work, then, alternatively, a poster board presentation or class newspaper can be made with the photos and letters. Such a project brings the lesson's themes to life and fosters not only civic responsibility in students but also pride in their work and communication skills.



## **INTEGRATED PRONUNCIATION AND SYNTAX FOCUS** [Worksheet 5]

Teacher Notes: The following task focuses on the song, *Walk N Roll*, which appears in the video, *Sidewalk Fail*. A separate music video with the complete song is also available on YouTube. See the link below.

The task below focuses on 'connected speech' and 'poetic license'. Explain to students that writers and music artists often take 'poetic license' with their writing and music creations. Mention that sometimes, these artists even take liberty with grammar and word forms. Connected speech and ellipsis of letters or sounds, such as using an apostrophe in place of the letter of 'G' is an informal colloquialism - and very much a part of common spoken English in some areas. These phonetic phenomena, along with slang, are also often prevalent in rock, rap and hip-hop song lyrics to reflect 'street language' or 'popular cultural reference' and also used to fit words and ideas into the rhythm and beat of a song.

### Examples of connected speech:

wouldja	= would you
shoulda	= should have
gotta	= got to
gonna	= going to
cantcha	= can't you

It's important for students to be able to identify connected speech forms as part of the common usage of the spoken form of the language. This is especially important when encouraging tasks with music which include lyrics.

### **Task A:**

Pass out a copy of the lyrics to *Walk N' Roll*, found on worksheet 5. Tell students to read the lyrics to the verses of the song. As they listen to the song. Tell them to underline the the words they hear spoken that are examples of connected speech and ellipsis. Play the song and then, at class level, ask the students to share their answers and to suggest what proper form (expressions or words) they might refer to.

#### *Answer key:*

Wanna = Want to, gotta = got to , blockin' = blocking, walkin' = walking, movin' = moving, rollin' = rolling, goin' = going Slang: ain't = aren't

### **Task B:**

Tell students to rewrite the song lyrics using correct grammar, punctuation and word forms. Tell them to check their work with a partner. Note: accept any correct forms including added words to make good sentences. Once the students are finished, play the song again, and ask them to sing along using their new corrected lyrics. Note: this final task helps the students understand why 'poetic license' is taken by artists in the first place.

*Suggested answer key:*

I want to tell you a story of my city's beat. We've got cars blocking curbs and pedestrian feet.  
We've got people walking around who can't get to their homes and some wheelchair bound who are stuck in potholes.

We've got to walk n' roll on the sidewalk.

I went down to the police and said "You aren't on your beat. We've got cars on the sidewalks and people in the streets! They took me to the Mayor. I said "Yo-daddy-o! You had better get to your job, if you want my vote!"

The physically disabled and the visually impaired aren't moving to the beat. City Hall don't care. We've got senior ambulators who are moving at their own pace and mama's baby stroller that needs real space.

Uptown or downtown, we're not going anywhere. We're not walking and not rolling and City Hall doesn't care! We've got cars on the pavement, illegally parked, and the drivers are punks. They don't give a funk!

Teaching note:

The following are some colloquial expressions may need to be taught in the song's lyrics:

City's beat	= the beat of the city (pace / movement)
On your beat	= a policeman's 'beat' is his or her assigned walking route, also refers to being on the job
Get to your job	= pay attention to your job
Give a funk	= to care as little as emotionally possible

Music Video: ***Walk N' Roll***

YouTube Link: <http://www.youtube.com/watch?v=FERi5ly4-5Y>

## **Related Internet Links For Further Lesson Ideas:**

Disabled Access Friendly Campaign (Material & Lesson Plans)

<http://www.disabled-accessfriendly.com/>

Street Panthers - Greece (Print out stickers)

<http://streetpanthers.gr/>

Grito Rock Thessaloniki Olympos 2013 | Facebook Page

<https://www.facebook.com/GritoRockThessalonikiOlympos2013>

Teacher Dude BBQ & Grill Blog (Lesson Plans)

- Superhero EFL/ESL lesson plan

<http://teacherdudebbq.blogspot.gr/2009/03/superhero-eflesl-lesson-plan.html>

- Who speaks for Earth?- An ESL/EFL lesson plan

<http://teacherdudebbq.blogspot.gr/2009/03/who-speaks-for-earth-eslefl-lesson-plan.html>

Breaking News English (Lesson plans)

<http://www.breakingnewsenglish.com/>

Go Green! Environmental Education Resources for ESL (Lesson Plan)

<http://www.teachchildrenesl.com/green.htm>

Teaching Tolerance Website: Art and Activism (Lesson Plans)

<http://www.tolerance.org/lesson/art-and-activism>

Industrial disasters and student activism – an untold story (Lesson Plan)

<http://wagingnonviolence.org/2013/06/lesson-plan-industrial-disasters-and-student-activism-an-untold-story/>

Social Activism for Teens (Links for teenage activism projects)

<http://hr566mh12.wikispaces.com/Social+Activism+for+Teens>

The Citizen Reporter (Lesson Plan)

<http://mediasmarts.ca/lessonplan/citizen-reporter-lesson>

## Learning To Give: (Lesson Plans)

Philanthropy Education Resources that teach giving and civic engagement

- The Power of One

<http://learningtogive.org/lessons/unit552/lesson1.html>

- Getting our Paws into the Cause

<http://learningtogive.org/lessons/unit432/lesson3.html>

- Advocacy and Activism

<http://learningtogive.org/lessons/unit247/lesson1.html>

- Participatory Citizen or Slacker—Which One Will You Be?

<http://learningtogive.org/lessons/unit153/lesson2.html>

- Trash Talk

<http://learningtogive.org/lessons/unit561/lesson1.html>

## **Lesson Plans & Ideas from: ELT VISTA**

Time For Some Green Thinking (Lesson Ideas - by Jay Schwartz)

<http://www.eltvista.org/2011/06/time-for-some-green-thinking/>

Freeganism: A Lesson Plan (Lesson Plan - by 'Teacher Dude')

<http://www.eltvista.org/2011/07/freeganism-a-lesson-plan/>

A Call To Action: Kick Ass Ecology (Lesson Idea - by Steve Vassilakopoulos)

<http://www.eltvista.org/2011/06/a-call-to-action-kick-ass-ecology/>

Other humanistic lesson ideas and tasks can be found at [www.eltvista.org](http://www.eltvista.org)

Mission: Helping foreign language teachers put humanism, psychology, the arts, and themselves into their teaching. For personal and professional development and action.

## **Further Reading On Social Emotional Learning**

What Is Social and Emotional Learning?

<http://www.casel.org/social-and-emotional-learning/>

Edutopia: Social and Emotional Learning

<http://www.edutopia.org/social-emotional-learning>

Social and emotional learning gaining new focus under Common Core

<http://edsource.org/today/2013/social-and-emotional-learning-gaining-new-traction-under-common-core/32161#.UoISr3BmjLQ>

Wikipedia: Social Emotional Learning

[http://en.wikipedia.org/wiki/Social\\_emotional\\_learning](http://en.wikipedia.org/wiki/Social_emotional_learning)

**SIDEWALK FAIL:**  
**An Exercise In Citizen Journalism And Civic Responsibility**  
**- Worksheets and Photos Handout -**

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- WORKSHEET 3 - VOCABULARY - USE OF ENGLISH
- WORKSHEET 4 - INTEGRATED READING & WRITING
- WORKSHEET 5 - INTEGRATED PRONUNCIATION AND SYNTAX FOCUS
- PHOTOS HANDOUT

## **WORKSHEET 1 - VIDEO**

### **Task A**

Directions: While you watch the video, tick the items you see that the children mention are obstacles in the sidewalk?

Electric Poles	✓
Mail Boxes	
Automobiles	
Potholes	
Piles Of Garbage	
Bicycles	
Motor Cycles	
People	
Old Furniture	
Wild Animals	
Trees	
Pedestrians	

### **Task B:**

Directions: With a partner, answer True (T), False (F) or Not Mentioned (NM) to the following questions:

One of the kids has a physical disability.	
The kids suggest that people should complain to City Hall by organizing a demonstration.	
Vrasidis thinks recycling bins are a bad idea.	
Vrasidis suggests trees are important in his neighborhood.	
Anoula feels bad for people with physical disabilities.	
The kids think her city government is doing a good job.	
Anoula hates tourists.	
The kids think people should take responsibility for their neighborhood.	
The kids think local residents should fix problems in their neighborhood themselves.	
The kids parents have no place to park their car.	
Anoula was almost hit by a school bus.	



## **WORKSHEET 2 - READING & LISTENING COMPREHENSION**

### **Task A:**

Directions: Read the following excerpt from a newspaper article then discuss with a partner your opinion of the Mayor's proposal. Do you agree or disagree with his idea?

#### **"Mayor Proposes A New Tax To Build More Municipal Parking Lots"**

San Pueblo, California: At a public city planning meeting yesterday, city planners, led by Mayor Scouse, suggested that an answer to the city's ever growing traffic and parking problems is to pave over the former 'Soldier Park' in order to create a large municipal parking lot that will host over a thousand parking spaces. "I understand the needs and concerns of automobile owners very well. I myself have two cars and think we have to do a better job of providing more parking spaces", said Mayor Scouse, "No one uses Soldier Park anymore and it has become nothing more than a haven for the homeless and drug addicts. It's time we clean up this area and put it to good use."

Addressing angry shouts by local residents protesting a possible new tax to raise funds for constructing the parking lot, the Mayor remarked "Let's get serious. Once the old park is paved over and the parking lot is opened, the city will be able to earn more revenue from charging for parking. City Hall needs money, too!"

### **Task B:**

Directions: Listen to comments made by four local residents concerning the city planners' proposal. Then, with a partner, complete the chart by entering the number of the speaker who said each comment.

Which of the speakers ...

	Speaker No.
... thinks the Mayor's proposal raises an ethics issue?	
... believes the Mayor to be indifferent to some residents needs?	
... is mainly concerned with the environment?	
... discusses an economic issue?	
... proposes a different solution?	
... complains about broken promises?	
... mentions vehicles that are parked illegally?	
... refers directly to the park?	
... is concerned about the welfare of others?	
... is physically disabled?	

### **WORKSHEET 3 - VOCABULARY - USE OF ENGLISH**

#### **Task A:**

**Directions:** Categorize the vocabulary below. Use a dictionary to help you. Work with a partner.

	<b>Roads, Land, Buildings</b>	<b>People</b>	<b>Actions</b>	<b>Items, Abstract Nouns</b>
Ambulator				
Block				
Citizen				
Journalist				
City Hall				
City planners				
Civic Leader				
Coffer				
Crosswalk - Pedestrian crossing				
Curb				
Electric poles				
Garbage dumpsters				
Grating				
Gutter				
Lodge (a complaint)				
Municipality				
Neighborhood				
Obstacles				
Park (a car)				
Parking Lot				
Pave				
Pedestrian				
Pot Holes				
Recycle				
Resident				
Resurface roads				
Revenue				
Senior Citizen				
Sidewalk / Pavement				
Stroll				
Tow				
Welfare				

**Task B:**

Directions: With a partner, combine words and phrases from columns A and B to make expressions, as in the example.

<b><u>A</u></b>	<b><u>B</u></b>	<b><u>Expression</u></b>
<b>Lodge</b>	a car	<i>Lodge a complaint</i>
tow away	<b>a complaint</b>	
turn up	a curb	
pave	a situation	
get	a parking lot	
address	a stroll	
raise	a vehicle	
park	home	
take	the pavement	
block	serious	
make it	the heat	
trip on	money or funds	

## **WORKSHEET 4 - INTEGRATED READING & WRITING**

### **Task A:**

Directions: The following is a complaint letter written by a resident about the poor parking situation in his neighborhood. Some of the paragraphs are not in the right order. With a partner, reorder the incorrect paragraphs.

Sam Smythe  
234 Tobacco Road  
San Pueblo, California

Mayor Richard Scouse  
100 Government Center Drive  
San Pueblo, California

Dear Mayor Scouse,

[1] I am writing to you to lodge a complaint and demand action from your office and City Hall concerning the poor condition of the sidewalks in my neighborhood and generally in town. Taking a simple and safe walk in the neighborhood has become impossible if not dangerous due to the number of illegally parked automobiles blocking the curbs, sidewalks and pedestrian paths.

[2] Everyone knows our city is overrun with automobiles. Yet, City Hall seems to care more about automobile owners' needs than those of pedestrians. It's one thing to suffer daily from automobile produced air pollution, as well as the insufferable noise of car alarms and angry drivers honking their horns in traffic jams. It's another thing, however, not to be able to stroll down the block without having to move around parked cars blocking the path and then having to move off into the street and risk getting hit by passing traffic. It's hard enough for a healthy young person to walk on these sidewalks, but how about the elderly, the physically disabled and visually impaired?

[ ] I'm also writing on behalf of my wheelchair bound neighbor who recently was unable to access the sidewalk in front of his apartment house because cars had blocked the curbs on both sides of the block. He, too was almost hit by a vehicle. This is completely unacceptable.

[ ] For example, the other morning, I attempted to walk my granddaughter to kindergarten. Not only did she trip numerous times on broken pavement, ruts and potholes in our path, but when we were forced to move into the street because of the parked cars blocking the sidewalk, we were almost run down by a speeding car, and we are not the only ones!

[ ] Finally, I must ask why City Hall won't do something about this appalling situation? There are laws about this sort of thing and the police should be out writing tickets and towing away these vehicles. As someone who voted or you, I expect more from you.

[ ] How do you expect someone in a wheelchair or a senior citizen who uses a walker to make it home or to the supermarket in these conditions? Did the city planners not consider the needs of the visually impaired or simply a parent who needs to push his or her infant in a baby carriage down the block? If the situation continues to go unchanged, people will get hurt.

Sincerely,  
Sam Smythe

**Task B:**

Now it's your turn to write a complaint letter to the Mayor of your town. Write about a similar problem that people with physical disabilities have accessing public facilities. Use the following letter format:

**Writing Guide: A Complaint Letter**

- Your Name and address
- The Mayor's name and address
- Paragraph 1: Introduction - Explain in brief why you are writing. Why are writing this letter?
- Paragraph 2: Include more details of the problem.
- Paragraph 3: Give an example of how the problem affects people with disabilities.
- Paragraph 4: Conclusion - Make a suggestion or demand the Mayor takes action.

## **WORKSHEET 5 - INTEGRATED PRONUNCIATION AND SYNTAX FOCUS**

### **Task A:**

Read the lyrics to the verses of the *Walk N' Roll*, the song heard in the video, *Sidewalk Fail*. Then, as you listen to the song being played, underline any words you hear that are examples of connected speech and ellipsis. After you hear the song, make a note about the correct forms of the words you underlined in the blank to the left of the lyrics.

<p>Wanna tell u a story of my city's beat We got cars blockin' curbs and pedestrian feet We got people walkin' round can't get to their homes and some wheelchair bound stuck in potholes.</p> <p>We gotta WALK (walk, walk) N' ROLL (roll, roll) On the sidewalk (walk, walk) N' ROLL (roll, roll)</p> <p>I went down to the police said "ya ain't on your beat we got cars on the sidewalks and people in the streets" They took me to the Mayor I said "yo daddy-o" you better get to your job if you want my vote</p> <p>The physically disabled and the visually impaired ain't movin' to the beat CITY HALL DON'T CARE! Senior ambulators movin' at their own pace and mama's baby stroller what needs real space.</p> <p>Uptown, downtown, goin' nowhere Not walkin', not rollin' CITY HALL DON'T CARE! Cars on the pavement, illegally parked And the drivers are punks They don't give a funk!</p>	
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### **Task B:**

Rewrite the lyrics of the song using correct grammar, punctuation and word forms. Add words if you need to make good sentences. Work with a partner. When you are through, try to sing your version along with the song.

## PHOTOS HANDOUT

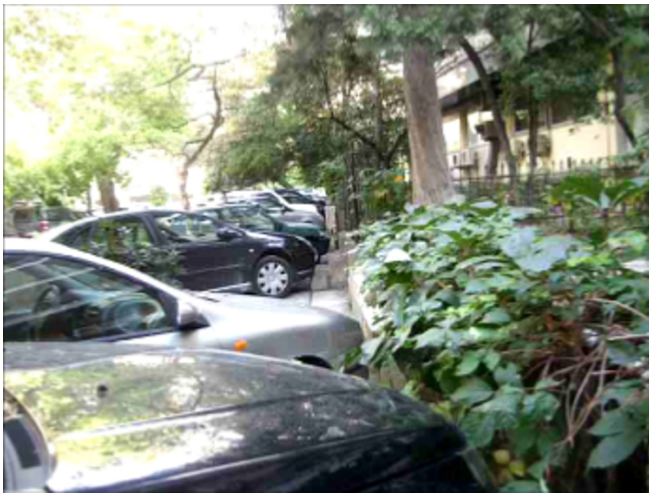


Photo 1



Photo 2



Photo 3





**PHOTO 1**



**PHOTO 2**





**PHOTO 3**